Common Marking Grid - _Written_

Mark	Task Achievement	Coherence and Cohesion	Lexical Resources	Grammatical Range and Accuracy
5	Fully satisfies all the requirements of the task	Uses cohesion in such a way that it attracts no attention ƒ Skilfully manages paragraphing	Uses a wide range of vocabulary with very natural control of lexical features; rare minor errors occur only as 'slips'.	Uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'.
4	Covers the requirements of the task Clearly presents and highlights key features but could be more fully extended.	Logically organises information and ideas; there is clear progression throughout. ƒ Uses a range of cohesive devices appropriately.	Uses a sufficient range of vocabulary to allow some flexibility and precision. ƒ Uses less common lexical items with some awareness of style and collocation. May produce occasional errors in word choice, spelling and/or word formation.	Has good control of grammar and punctuation but may make a few errors
3	Recounts detail mechanically with no clear overview; there may be no data to support the description. ƒ Presents, but inadequately covers, key features; there may be a tendency to focus on detail.	Presents information with some organisation but there may be a lack of overall progression makes inadequate, inaccurate or over-use of cohesive devices.	Uses a limited range of vocabulary, but this is minimally adequate for the task. May make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader.	Attempts complex sentences but these tend to be less accurate than simple sentences. May make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader.
2	Attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate.	Presents information and ideas but these are not arranged coherently and there is no clear progression in the response.	Uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task. Has limited control of word formation and/or spelling; errors may cause strain for the reader.	Some structures are accurate but errors predominate, and punctuation is often faulty.
1	Answer is barely related to the task.	Has very little control of organisational features.	Uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling.	Cannot use sentence forms except in memorised phrases.

0	• Does not attempt the task in any way. • Writes a totally memorised response.